The Tennessee Consortium on Research, Evaluation, and Development and the Tennessee Department of Education are pleased to continue in partnership to present the Second Annual Tennessee Educator Survey[1]. This survey examines a variety of areas including school culture, school leadership, instructional practices, and teacher and administrator evaluation.

The Survey consists of five core versions provided to each of the groups listed below.
1. Teachers
2. Building Administrators
3. Counselors
4. Instructional Coaches
5. Certified School-Level Support Staff

Teachers and administrators complete the appropriate core, and may be assigned several branching questions related to the specific nature of their position. Teacher and administrator branches include the following.

Teacher Branches
1. Early Career
2. High School
3. IPI School

Administrator Branches
1. IPI School

Teachers and administrators complete the appropriate core and a randomly assigned module. The Personalized Learning Teacher Module follows this introduction. Teacher and administrator modules include the following.

Teacher Modules
1. Professional Learning
2. Assessment and Standards
3. Personalized Learning
4. Evaluation
5. Early Literacy
6. High School
7. IPI Teachers
8. Pre-Kindergarten

Administrator Branches
1. Professional Learning
2. Assessment & Standards
3. Personalized Learning
4. Evaluation

Survey participants generally are able to complete their portion of the survey in 15 – 25 minutes.

Tennessee Educator Survey: Teacher Survey Modules

Teacher Module L: Personalized Learning

1. Student Learner Profiles/Learning Plans are documents about student strengths, weaknesses, and goals, and individualized plans to accomplish those goals. The Learner profile is a tool that may be used for all students and does not specifically refer to IEPs for students with disabilities.

    Please indicate the extent to which you agree or disagree with the following statements about student learning plans at your school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Exist for all students	1	2	3	4
b. Are developed from multiple data sources	1	2	3	4
b. Are frequently updated to incorporate new information (At least annually)	1	2	3	4
c. Summarize the student's strengths, weaknesses, and progress, drawing on multiple sources of information, including standardized tests and other information	1	2	3	4
d. Summarize the student's goals, interests, and aspirations	1	2	3	4
e. Set forth a personalized plan for students to accomplish instructional goals	1	2	3	4
f. Are routinely accessed/updated by teachers	1	2	3	4
g. Are routinely accessed/updated by students	1	2	3	4
h. Are routinely accessed/updated by parents or guardians	1	2	3	4
i. Are generated in collaboration with the student	1	2	3	4
j. Are available to all staff members who interact with student	1	2	3	4

2. Digital tools are defined as any computer-based resource that aligns to standards and academic instruction.

During the 2015-16 school year, how often did you use the following digital tools with your students for core instruction?

	A Few Times a Year	Once a Month	Once a Week	Almost Every Day
a. Digital classroom assignments	1	2	3	4
b. Adaptive digital technology for exercises and assignments	1	2	3	4
c. Digital support tools (such as Excel, Google Docs)	1	2	3	4
d. Digital games	1	2	3	4
e. Digital tutorials and/or lessons, including video	1	2	3	4
f. Search/discovery tools (such as Google)	1	2	3	4

3. Please indicate the extent to which you agree or disagree with the following statements about teachers in your school and personalized learning.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers have the skills to select and apply technologies and digital content based on the needs of individual learners.	1	2	3	4
b. Teachers have skills to seamlessly integrate and support their use of digital content.	1	2	3	4
c. Teachers allow students to select personalized learning paths based on learning differences	1	2	3	4
d. Teachers have the resources and support to select and apply technologies and digital content based on the needs of the individual learners.	1	2	3	4
e. Teachers have access to rigorous, aligned professional development opportunities to support their use of digital content in curriculum designs.	1	2	3	4

4. Please indicate the extent to which you agree or disagree with the following statements about students in your school and personalized learning.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Students frequently participate in learning activities that integrate critical thinking, communication, collaboration, and creativity skills.	1	2	3	4
b. Students have anytime/anywhere access to digital tools with a rich variety of media types (e.g. streaming video, podcasts, animation, etc.).	1	2	3	4

5. Please indicate the extent to which you agree or disagree with the following statements about leadership and support in your school in regard to personalized learning.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. School-level technological support is available rapidly enough that instructional practices are minimally impacted by technological problems.	1	2	3	4
b. Leadership promotes a shared vision for innovation with digital, personalized learning among all teachers.	1	2	3	4
c. Digital learning approaches are aligned with goals, educator roles, and student demographics.	1	2	3	4
d. Leadership is shared or distributed with different staff members taking on leadership roles with digital learning, digital content, and/or instruction.	1	2	3	4
e. Leaders consistently model best practices in the use of digital resources.	1	2	3	4

6. Please indicate the current implementation stage for each of the following in your school.

	Fully Implemented	Initial Stages of Implementation	Exploring	Not Implementing	Don't Know
a. All students have access to a variety of courses and course content that meets their learning needs, including online courses.	1	2	3	4	5
b. Teacher-created digital content is stored in a central location, and can be shared as appropriate.	1	2	3	4	5
c. A comprehensive learning management system (an online platform where a majority of instructional materials and communication resources	1	2	3	4	5

are provided— e.g. Moodle, Blackboard, Canvas).				

7. If the last item is anything besides not implemented/don't know, please select the tool.
   a. Canvas
   b. Moodle
   c. Blackboard
   d. Other (Please specify)

8. For which instructional purposes did you use digital tools in your classroom during the 2015-16 school year?
   a. Delivering instruction directly to students
   b. Diagnosing student learning needs
   c. Varying the delivery method of instruction
   d. Tailoring the learning experience to meet individual student needs
   e. Supporting student collaboration and providing interactive experiences
   f. Fostering independent practice of specific skills
   g. Conducting project based learning
   h. Content-based remediation to help students catch up
   i. Implementing instructional games
   j. Administering content-based assessments (Not including benchmark/universal screeners)
   k. Allowing students to progress at their own pace or guide their own instruction
   l. Other (Please specify)

9. Which of the following methods did you use to locate the digital instructional tool(s) you use in your classroom?

   a. My school or district provided me with the tool(s).
   b. Another teacher recommended the tool(s) and/or helped me access the tool(s).
   c. I attended a district professional development session or other training on the tool(s).
   d. I found the tool(s) through independent workshops, trainings and/or meetings.
   e. I found the tool(s) online through Graphite, EdSurge, or other product review sites.
   f. I found the tool online through Google or other Internet searches.
   g. I found the tool online through Pinterest.
   h. The vendor reached out to me and provided tool(s).
   i. Other (Please specify)